Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at La Sierra University

Professional Services Division

April 26, 2001

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at La Sierra University. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

(1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for La Sierra University and all of its credential programs: ACCREDITATION

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential

- Single Subject Credential

- Administrative Services Credential
     Preliminary
     Professional

- Pupil Personnel Services
     School Counseling
     School Psychology

(2) Staff recommends that:
- The institution's response to the preconditions be accepted.

- La Sierra University be permitted to propose new credential programs for accreditation by the Committee on Accreditation.

- La Sierra University be placed on the schedule of accreditation visits for the 2006-2007 academic year.

Background Information

La Sierra University is an independent, coeducational, Christian liberal arts college that is located in Riverside, California and sponsored by the Seventh-day Adventist Church. The University's stated mission is "TO SEEK truth, enlarging human understanding through scholarship; TO KNOW ourselves, broadly educating the whole student; TO SERVE others, contributing to the good of the global community."

The School of Education, one of four academic schools within La Sierra University, embraces the following mission: "Within the context of the La Sierra University mission statement, the School of Education's mission is to prepare individuals for exemplary service in the various fields of education to the end of that their students may realize their fullest potential in service to God and humanity."

In 1922, the institution began as La Sierra Academy, on acreage that had been part of the city of Riverside. In 1923, with the addition of course work in teacher preparation, the school became La Sierra Academy and Normal School. As the program grew in offerings, it underwent two more names changes – Southern California Junior College in 1927 and La Sierra College in 1939.

In 1967, La Sierra College was merged with Loma Linda University as the College of Arts and Sciences, and the School of Education was organized within the College in the following year. The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and the La Sierra campus became La Sierra University.

The University consists of four schools – School of Education, School of Business and Management, School of Religion, and the College of Arts and Sciences. Through these four schools, La Sierra University offers graduate and undergraduate programs in applied and liberal arts and science, business and management, religion, and professional education leading to teaching credentials.

In fall 2000, the University had an enrollment of 1,531 students, including 1,330 undergraduates and 201 graduate students. Membership in the Seventh-day Adventist church is not a requirement for admission, although between 70 percent and 80 percent of the student population are members of the church. Approximately 10 percent of the student population is African American, 1 percent American Indian/Alaskan Native, 24 percent Asian/Pacific Islander, 37 percent Caucasian, and 5 percent other. About 57 percent of the student population is female.

La Sierra University offers through its School of Education credential programs for the Multiple Subject Teaching Credential and the Single Subject Teaching Credential. It also offers programs for both the Preliminary Administrative Services Credential, Professional Administrative Services Credential, Pupil Personnel Services Credential in School Counseling, and Pupil Personnel Services Credential in School Psychology.

In addition to earning state credentials, graduates of Seventh-day Adventist faith can also emerge from the program with either an elementary or secondary Seventh-day Adventist teaching credential. It is estimated that one-third to one-half of basic

credential candidates do earn that credential and take jobs in Seventh-day Adventist schools.

Preparation for the Accreditation Visit

The Commission staff consultant was assigned to the institution in fall 1999 and met initially with institutional leadership in early 2000. Over the next one and one-quarter years, there were a number of consultant staff meetings with faculty, program directors and institutional administration. The meetings led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In addition, telephone, e-mail and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Dr Marilyn Draheim, was selected in September, 2000.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to all programs and for the unit as a whole. This was followed by separate responses to the Program Standards. For each program area, the institution decided to respond to Option One in the *Accreditation Framework (*California Program Standards).

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Dean and Faculty of the School of Education and the Commission Consultant. It was agreed that there would be a team of eight consisting of a Team Leader, a Common Standards Cluster that would include two members; a Basic Credential Cluster of three members; and a Services Credential Cluster of two members. At the initial visit, the Dean and Consultant assigned each credential program to one of the program clusters. The Commission staff then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework.* Staff was unable to find an available, trained reviewer to fill the second of two Common Standards Cluster positions and, hence, called upon the team leader and one member of the Basic Credential Cluster to fill the breach. The visit proceeded smoothly with a team size of seven because the seven members were experienced and well-trained.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site phase of the review began on Sunday, April 22, 2001 with a 3:00 pm team meeting at the hotel in Corona, California near Riverside. This meeting was followed by a 5:00 pm reception hosted by the institution to introduce the team to the Dean, faculty, and staff of the School of Education. The evening concluded with a continuation of the team meeting that had begun earlier in the day.

On Monday and Tuesday, April 23 and 24, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook.* There was extensive consultation among the members of all clusters, and much sharing of information. Lunch on Monday and Tuesday was spent sharing data that had been gathered from interviews and document review. The entire team met on Monday evening to discuss progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the Common Standards findings also affected each of the Program Clusters.

Preparation of the Accreditation Team Report

Pursuant to the *Accreditation Framework,* and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met," "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard.

For each separate program area, the team prepared a narrative report about the program standards which pointed out any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program areas.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team discussed and affirmed that seven Common Standard were fully met and one Standard, Standard two, was Met Minimally with Qualitative Concerns.

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework.* In its deliberations, the team decided that although some areas of deficiency were noted in the team report, the overall quality of the programs, in part, mitigated its concerns. The team did not feel that the concerns were of sufficient magnitude to place any stipulations on the institution. The team then decided on an accreditation decision for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations" or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the

status of **"Accreditation."** The recommendation for "Accreditation" was based on the unanimous agreement of the team.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT

Institution: **La Sierra University**

Dates of Visit: **April 22-25, 2001**

Accreditation Team
Recommendation: **ACCREDITATION**

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1.   Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. Seven Standards were judged to have been fully met, and Common Standard Two was judged to have been Met Minimally with Qualitative Concerns.

2.   Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.

3.   Overall Recommendation - The decision to recommend Accreditation was based, in part, on team consensus that all Common Standards were Met although one was Met Minimally with Qualitative Concerns. Compensating strengths include leadership and attention to programs that prepare educators who are competent, caring, and effective. The team further determined that there were numerous compensating strengths in the School of Education and that a stipulation should not be placed on the institution. Strengths include consistent reports of the knowledge and dedication of faculty, their commitment to students, outreach to schools in their service area, and programs that effectively blend theory and practice. The team concluded that all credential programs are effective and generally of high quality. Although the team identified some areas of concern in this report, the overall quality of the programs is good. Therefore, the team decided that the overall evidence supports the above accreditation recommendation.

The accreditation team recommendation for accreditation of basic credential programs is on the program without the CLAD emphasis. It should be noted that the University is in the process of seeking initial accreditation of a CLAD emphasis program which the University has begun to implement. The Professional Comments section of this report provides formative assessment to the University on its CLAD emphasis program.

In addition, the accreditation team provides Professional Comments to the University on its Learning Handicapped program that is to expire in June 2001 with one student left in the program and needing to finish. The University intends to apply for initial accreditation of a new program sometime this year. This program was not underway at the time of the team's visit..

Team Leader: **Marilyn Draheim**
University of the Pacific

Common Standards Cluster:
Jo Birdsell, Cluster Leader
Point Loma Nazarene University

Basic Credential Cluster:
Sally Botzler, Cluster Leader
Humboldt State University

Lanna Andrews
University of San Francisco

Don Grimes
Grant Union High School District

Services Cluster :
Ken Engstrom, Cluster Leader
Fresno Pacific University

Christy Reinold
Lodi Unified School District

DOCUMENTS REVIEWED

University Catalog
Institutional Self Study
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Needs Analysis Results
Information Booklets
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Services Cluster	TOTAL
Program Faculty	5	5	30	6	**46**
Institutional Administration	5	1	0	4	**10**
Candidates	12	24	52	8	**96**
Graduates	3	6	19	8	**36**
Employers of Graduates	2	5	24	8	**39**
Supervising Practitioners	1	5	10	6	**22**
Advisors	3	2	14	6	**25**
School Administrators	2	5	24	10	**41**
Credential Analyst	0	1	4	2	**7**
Advisory Committee	2	6	3	10	**21**

TOTAL   343

Common Standards

Standard 1 - Education Leadership   **Standard Met**

Institutional leaders are supportive of the School of Education and its prominent role in the University and educational area. The institution articulates and supports a vision for the preparation of professional educators. In addition to a University-wide strategic planning process, the School of Education has undergone, with support from institutional leadership, a process to revisit and further define the school and departmental mission statements.

All approved credential programs are housed in the School of Education. Each program is headed by a coordinator and the entire unit is led by the Dean. The Dean engages the program coordinators and faculty in a consultative decision-making process on common issues. Proximity of offices and department cohesion allow for frequent and ongoing communication as well as timely resolution of issues. Program faculty and the entire School of Education faculty meet regularly.

Education faculty holds leadership positions throughout the University. One is the chair of the WASC Self Study Committee and several have served on the Faculty Senate. University administrators reported that the education faculty is viewed as credible and influential.

The dean serves as an advocate for the School of Education within the institution. He has reached out to local district leadership to strengthen ties between university coursework and practicum. The exploration of new programs and partnerships has, according to interviews from multiple sources, strengthened each of the programs.

Strengths
None noted.

Concerns
None noted.

Standard 2 - Resources   **Standard Met Minimally with Qualitative Concerns**

The University uses its Strategic Plan to determine the allocation of resources. There is commitment to the School of Education as evidenced by the addition of graduate assistants working with faculty on external funding and a Graduate Marketing/Admission position. An addition to the School of Education building is under construction. Instructional technology needs have been considered in order meet the expanding needs for the use of technology, both as a tool for classroom instruction and as a resource for all educators.

Students have access to the campus library as well as off-campus online access to a variety of data bases with full text capability.

Faculty and support staff are dedicated in carrying out their many roles. In the team's judgment, however, faculty and staff may be overextended in their range of teaching, advising, program planning, field supervision and administrative duties. This situation could have the effect of limiting their ability to respond to changes in the field and, most notably to support new initiatives such as the demonstration school as well as imminent changes in credential areas (PPS) and is having an effect of their ability to respond to changes that have occurred (new Special Education Standards, CLAD emphasis).

In addition, faculty expressed the need to have access to more and varied curriculum materials. For example, one professor and a number of students in the PPS program noted that there is a lack of complete sets of current test materials used in the field.

Faculty research is supported by some funding for professional development. Given the increased emphasis on publications and professional presentations, the current level of support does not seem to be sufficient. (This is also expressed as a concern under Common Standard 3.)

Staffing to support credential programs does not appear fully adequate to support the current and future need. For example, all credential programs are supported by one half-time analyst. See also Standard 6 for some concern about advisement which also may stem from limitations of resources for advisement. In the future, this resource will be under additional strain from program changes and plans for increased program marketing, recruitment and enrollment as well as population growth within the area.

Given the increased need for teachers, administrators and school psychologists and school counselors, it is recommended that the University consider the breadth and depth of faculty expertise and support for each program offered as new programs and program revisions are considered or needed (e.g. PPS, Special Education, CLAD emphasis).

Strengths
None noted.

Concerns
See above.

Standard 3 - **Faculty**   **Standard Met**

Current faculty has the expertise and field experience necessary for each program. The search process is well articulated and very effective with the Seventh Day Adventist system.

The area surrounding La Sierra University is culturally diverse. Field supervisors who are practitioners bring their expertise in working with culturally diverse populations to their assignments. Full time faculty is committed to issues of cultural and socio-economic diversity as evidenced by the reading selections for classes, professional travel and study.

The evaluation system of faculty is comprehensive. It includes student, peer and chair evaluation. In addition, the system includes recognition of teaching, research and service. Evaluation of adjunct faculty is based primarily on student evaluations. The results are communicated to adjunct faculty either by letter or in an informal meeting.

Strengths
None noted.

Concerns
The institution needs to ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support the high emphasis on research, curriculum study and program development.. (These concerns are also noted in findings for Standard 2.)

Standard 4 - Evaluation   **Standard Met**

Current evaluation is specifically designed for each program. Specific credential program information is gathered on an ongoing basis from candidates, graduates, district personnel, field supervisors and advisory council members. Evaluation is gathered in a variety of ways as appropriate to each program. Program data are used by the faculty in each program to inform both design and course improvements. As an example, input from the Advisory Council and students was the impetus for improvements in how candidates are advised and assessed in the Tier II Professional Administrative Services Credential field work.

There is, according to interviews with practitioners, a commitment to gathering their input for a realistic blend of theory and practice. This input is accomplished through the Advisory Councils, professional relationships and partnerships with local districts.

Graduate student survey information is being gathered at a University level for all programs both in and out of the School of Education.

Strengths
Advisory Council members felt that their input was valued and utilized as appropriate.

Concerns
None noted.

Standard 5 - Admissions   **Standard Met**

Each of the credential programs admits candidates on the basis of clearly articulated criteria and according to procedures that are clearly defined for the applicants and well understood by faculty and staff.

Candidates are advised of the admission criteria and procedures through explicit written information and in advising meetings. Candidates submit a variety of materials

for admission determination. These include the following: academic records, letters of recommendation, test scores, and personal interview.

Interviews with candidates were positive about the guidance provided by the School of Education in the admissions process.

Strengths
None noted.

Concerns
None noted.

Standard 6 - **Advice and Assistance**   **Standard Met**

The majority of students reported that they were provided academic advisement to ensure completion of their program. Advising materials are available in several forms. The institution provides appropriate offices and services for students who need special assistance.

Strengths
Candidates were very complimentary about the positive, personal atmosphere at La Sierra University.

Concerns
Some students expressed a need for more frequent and on-going communication of information regarding program and credential requirements and changes.

Standard 7 - **School Collaboration**   **Standard Met**

The School of Education has established collaborative relationships with schools and districts to assure proper clinical/field experiences. District personnel noted an open, ongoing and friendly relationship with La Sierra University. The School of Education serves a significant number of non-credentialed, emergency permit teachers. Some district personnel have expressed a desire to work with La Sierra University to develop intern programs in both basic and Pupil Personnel Services credentials.

Strengths
An innovative partnership between La Sierra University, Riverside Community College and the Alvord School District is underway. The three entities plan to establish a demonstration school. In addition to serving public school students, the demonstration school would also be the site for paraprofessional degree completion and teaching credential programs. This appears to be a "win-win" effort for all those involved, including the local school children and the larger community.

Concerns
None noted.

Standard 8 – District Field Supervisors   **Standard Met**

Each program coordinator works with local educational entities to identify personnel who have state certification, academic preparation and successful experience in the credential area. School of Education faculty meets with district supervisors to orient them to their responsibilities. Usually these orientations are conducted as part of a personal visit by a faculty member. Program information and field supervisor handbooks are reviewed and provided. Supervisors are recognized for their contributions to each credential program.

Strengths
None noted.

Concerns
None noted.

Multiple Subject Credential Program

Findings on Standards

After review of the institutional report with supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team has determined that all program standards are fully met for the Multiple Subject Program. Faculty collaboration is readily apparent in the cohesive design of the program. Candidates' coursework and field experiences are sequenced to develop professional perspectives. Multicultural perspectives and a clear focus on equity are infused throughout the curriculum. Concepts and strategies related to Crosscultural, Language, and Academic Development (CLAD) competencies are woven into every course in the program.

Candidates are familiarized with child and adolescent development and engage in early observation and participation activities in elementary school classrooms in conjunction with math and reading methods courses. Full-time student teaching experiences involve candidates in developing increasing proficiency as beginning teachers, and their competence and performance are effectively documented in candidates' comprehensive portfolios.

Strengths

- Candidates praise faculty for the rigor and relevance of the coursework, and for the effective balance of theory and practice. Candidates commend faculty for modeling hands-on, interactive instructional strategies in their courses, such as applications of the Multiple Intelligences model and current findings in brain research.
- Candidates express appreciation for the caring attitudes of faculty as well as their willingness to provide resources and moral support as needed.
- Candidates appreciate the opportunities for active involvement in their courses afforded by small class sizes.
- Candidates laud the effectiveness of their University supervisors in providing helpful feedback and encouragement in a nonjudgmental and supportive manner.
- The adjunct faculty is appreciated by candidates for its competency and currency and for the modeling of state-of-the-art educational practices.
- Faculty completed a comprehensive restructuring of the teacher education curriculum to address Crosscultural, Language, and Academic Development (CLAD) requirements (state certification is pending approval). Diversity issues are well integrated in the program, and candidates are exposed to a wide variety of multicultural children's literature.
- Content about classroom management is infused throughout the program.
- School administrators and master teachers find student teachers well prepared, conscientious, and professional in their attitudes and behavior.

Concerns
- Several students are frustrated by poor communication or confusing information provided about program or credential requirements.
- Some students desire more opportunities to learn how to integrate instructional technology into the elementary school classroom.
- Some students want assistance in preparation for the MSAT and RICA exams.
- Some students desire more practical tips for getting started in their own classrooms.
- In-service student teachers recommend better coordination between LSU fieldwork supervision and the school district induction programs in which they are required to participate.

Single Subject Credential Program

Findings on Standards

After review of the institutional report with supporting documentation and the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team has determined that all program standards are fully met for the Single Subject Program. Multicultural perspectives and a clear focus on equity are infused throughout the curriculum. Concepts and strategies related to Crosscultural, Language, and Academic Development (CLAD) competencies are woven into every course in the program.

Candidates are familiarized with K-12 child and adolescent development and engage in early observation and participation activities in elementary and middle school classrooms in conjunction with math and reading methods courses. Full-time student teaching experiences involve candidates in developing increasing proficiency as beginning teachers, and their competence and performance are effectively documented in candidates' comprehensive portfolios.

Strengths
- University faculty and supervisors are viewed as extremely supportive, knowledgeable, and caring.
- Faculty emphasis on use of strategies for accommodating diverse learners, such as the Multiple Intelligences model, focuses candidates' attention on teaching the student not simply the content.
- Single subject students valued the inclusion in their courses of candidates enrolled in both private and public school certification programs.
- The adjunct faculty is appreciated by candidates for its competency and currency and for the modeling of state-of-the-art educational practices.
- Faculty completed a comprehensive restructuring of the teacher education curriculum to address Crosscultural, Language, and Academic Development (CLAD) requirements (state certification is pending approval). Diversity issues are well integrated in the program.
- School administrators and master teachers find student teachers well prepared, conscientious, and professional in their attitudes and behavior.

Concerns
- Several students are frustrated by poor communication or confusing information provided about program or credential requirements.
- Candidates also are concerned about the limited communication between education program advisors and advisors in their academic departments which sometimes results in confusion about admission requirements.
- Some candidates feel that Curriculum and Instruction courses designed for both single and multiple subject students tend to emphasize elementary-level instructional approaches. For example, a candidate in Physical Education wants a class in PE theory and practice geared toward the secondary level.
- Candidates and employers both desired increased emphasis on classroom management in the program.

Pupil Personnel Services: School Counseling and School Psychology

Findings on Standards

The Pupil Personnel Services Credential Program was evaluated according to the standards approved by the California Commission on Teacher Credentialing. The team finds the program meets all of the applicable generic standards. Additionally, the School Counselor Specialization Standards and the School Psychology Specialization Standards were also met.

Graduates of the Programs routinely reported that they were well prepared for their positions. Students praised the quality of instruction and particularly appreciated that some of the instructors were practicing educators in K-12 schools. Candidates and graduates alike reported that they valued the practical application of theory in the program as well as the relevance of the curriculum.

Interviews with employers also confirmed the high quality of preparation. Employers reported that La Sierra University graduates are valued and highly respected, as evidenced, also, by the high rate of employment of graduates.

Strengths

Candidates and graduates praised the faculty for their dedication and personal commitment to students, and the guidance and assistance they received in the support of their education. Candidates and graduates also reported on the university's willingness to address individual student needs in the area of credential completion is appreciated. Finally, candidates and graduates also reported an appreciation for diversity and an atmosphere of inclusion within the program.

Concerns

None noted

Preliminary Administrative Services Credential Program

Findings on Standards
Based on interviews of faculty, administrators, candidates, and graduates, as well as a review of documents, the advanced credential cluster finds that the Preliminary Administrative Services Credential Program meets all of the standards for Tier One.

The program for the Preliminary Administrative Services Credential is organized "to pursue excellence through support and enhancement of educational practitioners' skills." The courses and philosophy are molded around the CCTC requirements for Tier One. Candidates participate in courses and fieldwork, which are grounded in philosophy and rigor, while being practical in nature.

Candidates are required to demonstrate their skills in a variety of grade level experiences in multiple sociological settings. Both University faculty and school site administrators provide supervision.

According to students and graduates, the faculty demonstrates the best of servant leadership by their collaboration, care, and nurturing. Candidates express the feeling that they are positively nurtured while in the program which they describe as having both theory and practice in suitable amounts. The relatively small size of the program adds to the personalized program.

Strengths
None noted

Concerns
None

Professional Administrative Services Credential Program

Findings of Standards
Based on interviews of faculty, administrators, candidates and graduates plus a review of documents, the team finds that the Professional Administrative Services Credential Program meets all applicable Standards.

Tier Two, the Professional Administrative Credential, builds upon the framework of Tier One and includes course work which leads to both the Professional credential and the doctorate degree. The induction plan is a key to the beginning of Tier Two. The inclusion of district mentors and three-way collaboration with the candidate, mentor and university supervisor builds the strong bond of theory into practice. Since Tier Two students are in district approved administrative positions, the instruction takes on new meaning. The use of portfolios helps to document the experiences of the candidates' potential. The portfolio includes artifacts from both University and non-University courses. Reflective assignments based on candidates' induction plans deepens their knowledge.

Strengths
The parallel program leading to either both the Tier Two credential and the doctorate is a unique and valuable design. Candidates and graduates are supportive of the continued faculty advisement, blend of theory and practice as well as a variety of program options including participation in the California School Leadership Academy (CSLA) and the Association of California School Administrators Academies.

Concerns
None noted.

Professional Comments

(These comments and observations from the team are <u>only</u> for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are <u>not</u> considered as a part of the accreditation recommendation of the team.)

Multiple Subjects Credential Programs

A few administrators and master teachers from nearby schools think more public-school student teaching could benefit all LSU credential candidates. They welcome earlier and more extended involvement of LSU students in their classrooms and schools. Some suggest a meeting among all participants, including the principal, prior to the start of fieldwork assignments. The planned development of a demonstration school with public-school partners bodes well for such types of collaboration.

Communication problems might be alleviated through regular electronic mailings of program news, announcements, reminders, and updates, and through periodic opportunities for similar-emphasis cohorts of students to meet with faculty advisors. This might also result in a stronger sense of students' identification with the program.

Single Subjects Credential Programs

Creating an electronic database of all students and sending regular e-mail messages about program news, announcements, reminders, and updates might alleviate communication problems regarding program and credential requirements.

Clearer communication with students about program requirements and admission procedures might be improved through increased collaboration between advisors in the program and advisors in other academic departments on the campus.

Pupil Personnel Services Programs: School Counseling and School Psychology

Placement of candidates for fieldwork could be better facilitated. Several candidates and fieldwork supervisors indicated a need for more direct involvement of program faculty in this process.

Several candidates and graduates suggested an annual orientation for students to allow for a review of policies, procedures, deadlines and modification of programs.

Consideration should be given to additional instruction related to special education procedures and laws, and laws related to minors and 504 plan development.

Professional Administrative Services Credential Program

Consideration should be given to increase the amount of financial reimbursement for conferences and travel in support of faculty development.

There is a need to build upon the relatively new line courses and other technology.

Special Education Program

The Learning/Handicapped Credential Program at the University will sunset at the end of this academic year (June, 2001). No students have been admitted for two years and one candidate is attempting to complete the requirements. The University is well on its way to write a program document for the new Level I Mild/Moderate Education Specialist Credential and intends to submit it to the Committee on Accreditation for approval this summer. Since there is a severe shortage of special education teachers, the potential is great for growth in the new program.

There are two issues with regard to transition from the old to the new program:

•   The current Curriculum and Instruction faculty and administration will need to provide supportive advising to the exiting student.

•   When approved, the special education credential will be a basic credential, increasing instructional demands and student requirements. This indicates a need for additional Curriculum and Instruction faculty with special education expertise to coordinate and teach in the program and appropriately advise students.